DOCUMENT RESUME

ED 153 453 FL 009 181

TITLE	Testing and Evaluation. Foreign Languages in Virginia Schools, No. 3.
INSTITUTION	Virginia State Dept. of Education, Richmond. Foreign Language Service.
PUB DATE	Sep 77
NOTE	23p.; For related documents, see FL 009 179-185
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Achievement Tests; Aptitude Tests; Criterion Referenced Tests; Cultural Education; *Curriculum Guides; Evaluation Criteria; *Language Instruction; *Language Programs; Language Skills; *Language Tests; Latin; Listening Tests; Modern Language Curriculum; Norm Referenced Tests; *Program Evaluation; Reading Tests; Secondary Education; Second Language Learning; Speech Skills; Standardized Tests; State Curriculum Guides; Student Evaluation; Test Construction; *Testing; Writing Skills
IDENTIFIERS	*Virginia

ABSTRACT

This publication is one of a series designed to inform and assist those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in teacher education. The complete series serves as a curriculum guide. The format of the series is such that it can be revised so as to keep materials current. Each publication is punched so that it may be placed in a binder. This volume deals with an area of language instruction that is easily overlooked: testing. Following a discussion of general objectives and principles in foreign language testing, various kinds of tests are briefly described, and steps in test construction are discussed. Particular attention is paid to testing the four language skills and cultural awareness. Student self-evaluation and program evaluation are briefly discussed. Finally, a description is provided of achievement and aptitude tests available to the language teacher. Evaluative criteria for foreign language programs are appended. (Author/AM)

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Foreign Languages in Virginia Schools

TESTING AND EVALUATION

Foreign Language Service • Department of Education • Commonwealth of Virginia • Richmond, Va., 23216 • September 1977

Preface

This publication is one of a series designed to provide information and assistance to those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in the preparation of teachers. The complete series serves as a curriculum guide. A list of the titles follows.

The series format offers a number of advantages. It can be used easily and revised as needed to keep the material current. Each publication is punched so that it can be placed in a ring binder. In the future titles may be added, changed, or deleted as needs suggest.

All the publications are of interest to teachers. Number 6, *Notes to the Administrator and Counselor,* is directed specifically to superintendents, supervisors, principals, and guidance counselors.

A few introductory remarks concerning the study of language are in order. A language is a skill, a tool, a humanistic discipline, an art, and a social science. It is the outstanding distinguishing factor between man and animal. People use it to communicate basic human needs and thoughts, to make money, to entertain, and to express emotions.

The rationale for language study has become more comprehensive in recent years. At the core of the rationale is the fact that knowledge of another language permits a person to live in an expanded environment. Today, more than ever before, it increases the flexibility of job seekers, especially when combined with a vocation or profession. And finally, the knowledge of another language leads to a better understanding of self and of one's own culture.

I commend this series of publications to all those concerned with teaching and learning foreign languages with the hope that their task will be made easier and more successful.

Helen P. Warriner
Supervisor of Foreign Languages

Foreign Languages in Virginia Schools

Publications in the Series

1. Philosophy and Objectives/What is Language/ The Language Learner
2. Teaching a Language
3. Testing and Evaluation
4. Individualizing Instruction
5. Learning Aids/Instructional Personnel
6. Curricular Components/Notes to the Administrator and Counselor
7. Career Education and Foreign Languages/Enriching and Explaining the Foreign Language Program

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Testing and Evaluation

INTRODUCTION

Even at a time when much progress has been made in methods of teaching languages, testing seems to be a neglected skill. Most college foreign language courses or general methods courses make little reference to testing. Most undergraduates do not take courses in testing, and, if they do, the courses often do not have significant application to the foreign language classroom. Even good teachers therefore sometimes fall short in the ability to evaluate their students' learning and their own instruction. Perhaps the greatest shortcoming is the failure to test all that is taught. Specifically, it is usually the speaking skill that is overlooked, deliberately or unintentionally. This occurs in an era when all four skills are the objectives of instruction. As Paul Pimsleur has said, "Tests are the truest reflections of the teacher's pedagogical aims; he should beware of his tests for they tell the truth about his objectives as a teacher." [1]

The results of the profession's difficulties in testing lead to such problems as poor articulation between levels of instruction and between teachers. There is also evidence to suggest that students are graded more severely in foreign language classes than in others. On the basis of several studies Pimsleur concluded that from 10 to 20 percent of the students in foreign language classes are underachievers: that is, they tend to perform less well in these classes than they do in other subject areas.[2] A Virginia study involving more than 4,000 secondary school students revealed that of the approximately 700 who had failed a foreign language class at some time while in high school, 42 percent had not failed any other subject.[3]

Testing is not easy. The teacher's task in the classroom is unrealistic at best: that of trying to measure the student's ability to *perform*—to use the language—by assessing his *knowledge of it*. *Knowledge* and *performance* are two different things. Testing the speaking skill requires either an unusual amount of time, more recording facilities than many teachers have, or both. Those factors, plus a lack of professional training in testing, help explain the weaknesses frequently found in that area of instruction.

THE OBJECTIVES OF TESTING

A review of the purposes of classroom testing serves as an appropriate introduction to an examination of techniques of testing. Testing assists in:

- Assessing the progress made by individual students;
- Evaluating the effectiveness of instruction; (Testing very aptly has been described as a kind of academic radar.)
- Identifying specific learning problems and spotting weaknesses in instruction and in learning;
- Guiding the teacher in instructional planning;
- Motivating and encouraging students.

PRINCIPLES OF TESTING AND CAVEATS TO CONSIDER

- *The material to be tested must be taught thoroughly.* Teaching means more than exposure to material. Tests are often given when students have had insufficient drill or practice in the material on which they are being examined.
- *Conversely, what is taught should be tested.* This may seem to be superfluous advice; but when one considers the fact that in most classes little, if anything, is done to evaluate progress in the speaking skill, the need for it becomes obvious.
- *Testing is an integral component of instruction and cannot be considered apart from classroom activities.* Students often learn as a result of being tested.
- *Students should be tested on what they have*

[1] Paul Pimsleur, "Testing Foreign Language Learning," *Trends in Language Teaching*, edited by Albert Valdman (New York: McGraw-Hill Book Company, 1966), p. 214..

[2] Paul Pimsleur, Donald M. Sundland, and Ruth D. McIntyre, *Under-Achievement in Foreign Language Learning* (New York: The Modern Language Association, 1966), p. 1.

[3] Commonwealth of Virginia, unpublished study, Department of Education, Richmond, Virginia, 1971. (Mimeographed.)

learned, not on what the teacher knows. All too often tests are too difficult for students. When this happens, the results are discouraging, and their attitudes toward foreign languages can be affected.

- *The more general or global a test is, the less meaningful it tends to be.* This is not to say that a comprehensive test should not be administered. Caution should be exercised, however, to assure that the objectives of each part of a test are clear to the student, the teacher, or to anyone who reviews it.
- *Students should participate from time to time in the evaluative process.* They sometimes realize, better than the teacher, what they know and do not know. Discussion with the teacher is a part of the process. It is not, however, the only way. Students can check much of their own performance. They can also help to grade each other.
- *The amount of time devoted to the evaluative aspect of teaching should be gauged carefully.* Frequent feedback is needed so that students know at all times their strengths and weaknesses. Chastain suggests that not more than 10 percent of classroom time be devoted to testing.[4] Pimsleur approaches the issues from a different perspective. He advises frequent, almost daily quizzes, either oral or written; progress tests approximately once a week; review tests every several weeks; at least one oral exam per year; and standardized achievement tests once a year (optional).[5]
- *Tests should reflect classroom procedures as well as objectives.* The items included should be similar, if not identical, in type to examples used in instruction. Otherwise, students may perform poorly, not because they lack command of the material, but because the test items are unfamiliar.
- *On most occasions, directions should be given in the native language.* This is one of the few occasions when it is advisable to use English, even when the teacher is reasonably sure that the students would comprehend the instructions if they were given in the target language. If even one student does poorly because he or she missed the instructions, that student has not really had a fair chance.
- *Tricks should not be used.* Not only are they unfair; they help to create an attitude of distrust between teacher and student.
- *Tests or quizzes should be timed properly.* Those which are too long tend to put undue pressure on the students and thus cause psychological problems that can affect adversely what they do complete.
- *Surprises and shocks should be banished from the testing program.* This does not mean, however, that tests must always be announced in advance. A teacher who has helped to develop good study habits in the students and who knows when they have learned their lessons well should feel free to administer quizzes when they are needed. The students must know from the beginning of the course that they should always be prepared for them. There is a vast difference in the psychology of the "pop test" and the frequent and routine, unannounced quiz.
- *The test items should be arranged so that the easiest ones are at the beginning and the more difficult are at the end.* Some students tend to become tense at even the thought of a test. The purpose of the test is to find out what they know, not to intensify their apprehensions. The teacher can help to allay their fears by presenting the easiest items first.
- *An example or model should follow the directions to illustrate what is to be done.* Although a model sometimes seems superfluous, professional testing experts know that this must be a standard procedure. The model is really an extension of the directions.
- *In the case of true-false, multiple-choice, or other short-answer questions presented orally, students should be instructed to listen to all of the possible answers before they indicate choices.* Otherwise, the answer is sometimes revealed when the majority of the students mark their papers simultaneously.
- *Items that are sequential and dependent upon each other should not be used.* Chastain points out that in such cases, the later questions usually cannot be answered if the first were missed.[6] Also the answers to the later questions can be revealed in the former ones.
- *Immediate or prompt return of test results is desirable.* This is especially true in view of the fact that testing is part of the learning process. It is also damaging to the students' relationship with the teacher if they have to wait a long time for the test results.
- *If more than one concept appears on a test, each should be tested an equal number of times.* Too much or too little stress on any

[4] Kenneth Chastain, *The Development of Modern Language Skills: Theory to Practice* (Philadelphia: The Center for Curriculum Development, 1971), p. 329.

[5] Paul Pimsleur, "New Approaches to Old Problems Through Testing." Speech presented at the Sixth Annual Whitewater Foreign Language Conference, Whitewater, Wisconsin, 1970. (Eric Document Reproduction Service, ED044065), pp. 8-9.

[6] Chastain, *op. cit.*, p. 336.

one concept deflates or inflates the results of individuals and provides a false measurement of what they actually know.[7]

NORM-REFERENCED AND CRITERION-REFERENCED TESTING

Most classroom testing has traditionally been and still is norm-referenced. This simply means that a student is rated, scored, or graded on a scale according to the performance of other students in the group. In other words, each score has meaning only as it refers to a given norm which is known to the reviewer. The standard can vary from group to group; for example, a score of 83 can be excellent in a group in which most students' scores fall below it or it can be very poor if the other students receive better scores. Whether or not the test is standardized, such devices as the Bell curve, means, and percentiles are useful in interpreting the meaning of norm-referenced test scores.

In criterion-referenced testing, a standard is used, but it is an absolute one predetermined by the examiner and usually announced to the students in advance. It is often stated in terms of a percentage to be attained on an examination administered under specified conditions. This form of testing is used most widely in classrooms in which continuous-progress instruction is in effect. The stated objective of the activity often becomes the criterion. An example follows:

> With 80 percent accuracy you will be able to use the following words in oral responses to questions presented orally by the teacher.

The test is then designed to see if the students can do this with an 80 percent degree of mastery. Such terms as averages, norms, Bell curves, and percentiles are meaningless. A student's score signifies little or nothing as it relates to others within the group. In fact, others may not be taking the same test at that time. The score is meaningful only as it relates to the predetermined standard, or 80 percent mastery in this particular case.

PURE AND HYBRID TESTS

In foreign language teaching, a pure test is one that tests only one skill. An example is the listening test in which the questions and the multiple-choice answers are read in the foreign language, and the student is only called upon to mark an A, B, C, or D on the paper or answer sheet. Only the listening skill is required.

A hybrid test involves a combination of at least two of the four foreign language skills: listening, speaking, reading, and writing. An example is dictation of questions in Spanish to be answered in the same language. For scoring purposes the teacher only considers the written response, but the student has to be able to understand the question before writing the answer.

Sometimes a hybrid test is referred to as a "contaminated" test. The term does not imply condemnation of the test; it is just another way of saying that one skill is dependent upon another on this particular occasion.

Hybrid tests serve very worthwhile purposes in the language classroom, and teachers should not try to avoid them. They should remember, however, that if they are trying to assess a student's proficiency in one skill, they must isolate it or the results will be distorted.

KINDS OF TESTS

A *prognostic* test assists in predicting the probable success of the language learner. The most common type of prognostic test is the aptitude test.

An *achievement* or *progress* test measures growth in a specific program. Teacher-designed and textbook-correlated tests are examples of this kind of test. Some standardized tests also fall into this category when they are designed to measure the student's control of language patterns based on his study in a series of courses or sequence of instruction.

The third category is the *proficiency* test used to assess an individual's mastery of skills, however achieved, for application to a particular purpose. For example, a proficiency examination may be used to determine whether a candidate for a language teaching position possesses adequate skills and knowledge to perform effectively on the job.

STEPS IN TEST CONSTRUCTION

First, the content to be tested should be organized and analyzed to establish clearly what is to be covered and the relative importance of the objectives to be included. This step may seem unnecessary, but many tests are poorly designed because it is omitted.

Next, the types of items and the number of each type should be decided upon or at least estimated.

It is also essential to make an inventory of the vocabulary, grammatical points, information, *et cetera*, that can be used in making up the test items. This has nothing to do with the objectives of the test; rather, it refers to the material that can be used in preparing the items that cover the objectives to be tested.

Writing the items is usually the last step in constructing classroom tests. If possible, more should

[7] *Ibid.*, p. 338.

be written than can be used, for the best can then be chosen.

If for any reason the test is to be used with several groups of students throughout an entire school system, it is advisable to field test it before it is issued officially. In that way the test items can be analyzed to determine their effectiveness, and they can be revised or replaced before the official version of the test is given. This step is never omitted in the development of standardized tests.

TESTING THE FOUR SKILLS AND CULTURE

No attempt will be made to provide a comprehensive sampling of test items. Several references, such as the testing handbooks by Valette and Clark listed in the bibliography of this publication, exist to guide teachers in that aspect of instruction. Instead, a few selected examples or techniques will be described to illustrate particularly effective techniques or good ones which are not commonly practiced by many teachers.

Listening

Many elements of language learning are potentially involved in listening tests: phonology, morphology, syntax, vocabulary, and memory count among them. Such extrinsic factors as the listening conditions within the test area also must be considered. Listening, therefore, is a more complex skill to test than is often realized.

Unfortunately, listening comprehension is usually not deliberately taught or tested adequately. One probable reason is that teachers tend to think that listening comprehension will take care of itself. More important, however, is the fact that many teachers have had little exposure to teaching and testing listening comprehension when they were students.

The passage provided should be of appropriate length for the students. If it is too long, students may become confused and time is wasted.

Good item types for listening comprehension tests include multiple choice and true-false examples. They help to get at the details involved in comprehension and they avoid contamination by other skills. Written native-language summaries or responses can also be used, although they tend to encourage bad habits such as excessive use of English or direct translation.

Selected items for listening comprehension tests follow. The techniques of how students provide their answers are not given because they will vary from classroom to classroom.

Some examples provided are similar to the way they would be presented to students. Others are described.

Sound discrimination, simple

Teacher: Which of the three words that I shall read is different in sound from the other two?

cero cerro cerro

Sound discrimination, more complex

Teacher: I shall read a sentence. Then I shall read a series of four other sentences of which one or more is identical to the key sentence. Indicate which of the four is or are identical to the key sentence.

Key sentence

Le fou est la-bàs.

Four choices (students hear but do not see)

A. Le fou est la-bàs.
B. Le feu est la-bàs.
C. Le feu est la-bàs.
D. Le fou est la-bàs.[8]

Stress

Teacher: I shall read a sentence. On your answer sheet, you will see several sentences with the same words included in the model sentence. Only one of those sentences sounds like the one I will read, however. That one contains underlining that would make the pitch of the sentence sound like the one I shall read. Mark that sentence:

Key sentence

Why didn't you bring your guitar?

Choices

A. Why didn't you bring your guitar?
B. Why didn't you bring your guitar?
C. Why didn't you bring your guitar?

Sound discrimination, pictures

The teacher reads a statement. The students' answer sheets contain four pictures. One picture portrays the action described in the sentence. The model sentence, for example, is, "The boy is washing the car." The four pictures portray a boy driving a car, a boy watching a car, a boy washing a car, and a boy getting out of a car.

Vocabulary meaning, answering questions

Teacher: I shall read a sentence in German. Then I shall ask you a question

[8] John D. Clark, *Foreign Language Testing: Theory and Practice* (Philadelphia: The Center for Curriculum Development, 1972), p. 45.

about that sentence. On your answer sheet mark the picture that answers my question.

Sentence

Hans kauft Schlittschuh.

Question

Was kauft Hans?

The four pictures show waterskis, golf clubs, roller skates, and ice skates.

Comprehension, answering questions

Students are asked to choose the most appropriate response to a question read by the teacher. The response may be presented orally or provided for the students in writing.

Question

Will you bring some records when you come?

Choices

A. Yes, I just got some new ones I think you will like.
B. No, my mother is not home.
C. Yes, a little.
D. No, they are not in my room.

Comprehension, sentence completion

Teacher: I shall read part of a sentence, and then I shall read four words. One of those words appropriately completes that sentence. Indicate the word that correctly completes the sentence.

Partial sentence

Yo sé que Marcelo está triste porque . . .

Choices

A. . . . canta.
B. . . . duerme.
C. . . . corre.
D. . . . llora.

Comprehension, inferential meaning

Inference questions are asked about a passage that is read. The questions and possible answers are read in the target language.

Passage

Child: Daddy, here comes the postman.

Father: Yeah, go meet him and get the mail, Mark. Hurry up. Don't keep him waiting.

Child: But Susan is going to get there before I can!

Questions

A. Who is Mark?
   a. The son
   b. The father
   c. The postman
B. Does Mark understand what he was told to do?
   a. Yes
   b. No

Comprehension, logical conclusions

The teacher reads, "Albert opened the window at the back of the restaurant," and the students are asked to choose the most appropriate conclusion from the choices that are read.

Choices

A. Albert was hungry.
B. Albert was cold.
C. Albert was hot.

Comprehension, grammar

The teacher reads a passage and the students are asked to select the logical and grammatically correct conclusion.

Passage

Ralph went to a party. When he got there he realized that he had forgotten to bring along some records he had planned to bring. What did he do?

Choices

A. He will go get them.
B. He went to get them.
C. He goes to get them.
D. He has gone to get them.

Speaking

The speaking skill is usually tested less adequately than the other three. Because of technical difficulties it may never be possible to test the speaking skill as frequently as the others, but it is the professional responsibility of every teacher who values speaking as one of the fundamental objectives of foreign language teaching to find ways of measuring proficiency in this skill at least a few times each year. As more teachers devise better ways of grouping and working with individuals in classes the task becomes less formidable.

Scoring a speaking test requires care and thought. First, the teacher must decide what is to be considered in evaluating the student's performance. If a tape has been made, it should be reviewed more than once. Each time the teacher should listen for certain specific things, e.g., pronunciation of certain sounds, grammatical accuracy, or conveyance of meaning. Clark offers excellent and detailed advice about scoring speaking tests.[9]

Few schools possess language laboratories with recording facilities at each student position. Nevertheless, it is desirable to have students' oral tests on tape occasionally in order to be able to grade them accurately. It is possible to do this by using two tape recorders, one to administer the test and the other to record the students' responses. The technique can be used without the presence of the teacher if careful preparations are made in ad-

[9] Clark, *op. cit.*, pp. 91-94.

vance. First the teacher must demonstrate the procedure for the entire group, using one or two students as models. After this is done, the students can be sent individually to the equipment to take the test. Instructions such as the following (which review those previously given to the students) should be displayed prominently with the equipment:

A. Depress the red power button of the *left* tape recorder.
B. Make sure that the tape is rewound so that the counter reads 0.
C. If it is not at 0, shift the black lever to rewind until the counter reads 0. To stop the tape at 0, return the black lever to neutral.
D. Depress the play button.
E. Adjust the volume, if necessary, by rotating the black knob marked volume, and listen to the instructions on the tape.

Instructions such as the following are then presented on the tape:

From this tape, you will be read 10 questions in German which you will answer in German. Your answers will be recorded on the tape recorder on the right. Follow these instructions. Depress the red "power" button of the tape recorder to the right. Do not change the position of the tape; leave it as you find it.

Here is how the test works. The questions will be presented to you one at a time from the tape on the left-hand recorder. Following the reading of each question you will hear a beep tone. That is the signal for you to record your answer on the right-hand tape recorder. (You will be taught how to record your voice in just a moment.) The master tape will be silent long enough for you to record your response. At the end of the silence you will hear another beep tone. That is the signal for you to depress the pause lever while the next question is being read.

You have already turned on the power of the tape recorder on the right. Now depress both the forward and record buttons at the same time to start the tape. Then depress the green pause lever and keep it down until you hear the first beep on the master tape. That will be the signal for you to release the pause lever and record your voice.

When you hear the first beep, release the pause lever and record your name. After you record your name, a second beep will signal you to depress the pause lever while the practice example is being read. (beep—pause... beep)

Here is the practice example. Practice the procedure and then begin the test with the first question which follows.

Practice: Did you like the movie you saw last night? (beep...pause...beep)
1. Why do you want to go to Germany this summer? (beep...pause...beep)
2. Is your friend going with you? (beep... pause...beep)
3. Where do you take the plane? (beep... pause...beep)
4., 5., etc.

The final instructions tell the student what to do when the test is completed.

Remove your finger from the pause lever of the right-hand recorder and immediately depress the stop button. Then turn off the red power button by moving the rewind lever to rewind. Stop the tape at 0 on the counter by returning the rewind lever to neutral. Turn off the power of the left-hand recorder by depressing the red power button.

Return to your classroom.[10]

The efficiency in taping only the answers is obvious. Scoring the tapes for a large group of students, therefore, is not a formidable task.

The students should always give their names on tape before making the recording.

Selected techniques for testing the speaking skill follow:

Picture Description or Questions

Provide a picture or transparency and have the students describe what it depicts. The scope of the picture should be appropriate for what the students are capable of producing verbally. Sometimes the students might be asked to develop questions about the picture instead of describing it.

Participating in a Conversation

Instructions to students: Read the following summary of the conversation between Marta and Laura until you become thoroughly familiar with it. You will have to record on tape what Laura actually says to Marta. After you are familiar with what Laura says, practice her comments several times and then go to the tape and record them.

The summary: Marta sees Laura in the hall and

[10] Technique developed by Milton R. Hahn, Supervisor of Foreign Languages, Virginia Beach City Public Schools, Virginia Beach, Virginia.

asks her what she is doing after school. Laura replies that she does not have much homework. Perhaps she ought to study for the biology test next week, but she worked hard on it last night and feels that she is ready for it. She really would like to go shopping, for she needs a green blouse to go with her new pair of slacks that her boyfriend Tomás gave her for her birthday. Laura asks Marta to go with her to help her select it.

Rejoinders to Written Stimuli

Teacher to student: What would you say in Spanish in this situation? You and your friend are going to the races. You get to the ticket booth and realize that you have left your wallet at home.

Rejoinders to Visual Stimuli

A picture can be displayed and the student asked to give an appropriate oral reaction *(not a description)* to it. For example a man is shown handing the keys of a new car to another man. There is much latitude for responses to this kind of stimulus. Typical reactions might include the following "Some people have all the luck," "I hope he didn't get a lemon like my father did," or "Where did he get the money for a car like that?"

Personal interview

Once or twice during the year the teacher might conduct an oral interview with each student. A list of topics can be given the students a day or so before the interview to allow them to give some thought to the content and vocabulary that might be involved. At the time of the test, the teacher chooses the topic to use with each student. A variation is to allow the student occasionally to select the topic at the time of the interview.

Pattern drills

Commercial or teacher-prepared pattern drills can be used to test oral grammatical control.

Reading

It must be remembered that reading is a highly complex and specialized skill that is not mastered by all individuals to the same degree in their native language. Clark points out that there are essentially three levels of skills involved in teaching and testing the reading skill.[11] The most elementary is simply that of character recognition—knowing what the symbols represent. Even this most basic level becomes a sophisticated task when a second language such as Russian or Chinese has a system of characters that are different from those used in the native language. In the commonly taught languages such as Latin and German, macrons and umlauts are new signs to be reckoned with, and familiar characters often represent sounds which are different from the ones they represent in English. A more complex aspect of reading is the attachment of semantic meaning to the various combinations and positions of the characters. Morphology and syntax become involved. The third and highest level is more quantitatively than qualitatively different from the other levels. Required are an increase in vocabulary, mastery of grammatical structures and the ability to infer meaning as a native speaker might.[12]

Selected techniques for testing reading follow:

Vocabulary

Instructions: Select the word that is most appropriately associated with the underlined word or phrase:
La familia siempre come en <u>*el comedor.*</u>
a. los hermanos
b. las fiestas
c. la conversación

Multiple Choice for Inferential Meaning

A lead statement is given for the students to read: "Georges avançait avec peine dans l'obscurité, butant contre les pierres sur son chemin et tombant dans les trous." Then a multiple choice item would follow:
"Selon le passage, nous savons que Georges...
a. a cherché des pierres pour s'orienter.
b. a marché sur des pierres.
c. a soulevé avec peine des pierres.
d. a perdu l'équilibre à cause des pierres." [13]

Multiple Choice for Detecting Mood, Tone of Passage

The same technique can be used to determine the students' ability to perceive beyond the level of specific or direct meaning.
"On the basis of the passage that has been presented we can judge that the second speaker is...
a. frank
b. insincere
c. candid
d. open."

[11] Clark, *op. cit.*, p. 94.

[12] *Ibid.*, p. 104.

[13] *Ibid.*, p. 105.

Sentence Completion

Partial sentences are given and several possible completions follow. The students are asked to select the correct completion.
The lawnmower is broken and . . .
a. we cannot take you to the station.
b. we cannot cut the grass.
c. we cannot trim the hedge.

Blanks for Grammatical Details

Teacher: Choose from the prepositions provided below and fill in each blank, if necessary, with one of them. Some blanks may not require a preposition.
(of, about, in, upon, on)
I wake up thinking ____ it.
We came ____ a small package in the road.
We will be there ___ a second.

Synonyms, Paraphrasing, Definitions, or Antonyms

Instructions: Choose the response that means the opposite of the underlined word or phrase: "Jean se met à son travail.
a. n'organise pas.
b. veut quitter.
c. termine.
d. a faim pendant."[14]

To conserve space, techniques for testing other aspects of reading are not provided. The reader's attention is called, however, to the helpful suggestions provided in the testing handbooks by Clark[15] and Valette.[16]

Writing

Although writing is the most thoroughly tested of the four skills, the many difficulties teachers and students experience with articulation between levels suggests that testing is not always accurately done. Valette considers writing the most sophisticated skill to teach and test because of the degree of finality involved in putting thoughts on paper and because of the numerous elements entailed in writing.[17] Among those elements are morphology, syntax, vocabulary, spelling, punctuation, capitalization and organization. It is essential to master them before aspiring to precision of expression, fluency, and style.[18]

Nevertheless there should be relatively few errors in writing if the same material has been mastered orally. This is not to oversimplify the teaching of writing or to suggest that it follows naturally and automatically upon the heels of speaking. It does not. Writing must be taught systematically. Without a firm base in speaking, however, a student's written work is likely to be mechanical, artificial in style, closely patterned after the native language, and filled with grammatical and syntactic errors.

Perhaps because of ingrained traditions many teachers expect more of their students in writing than they are capable of producing, or more sometimes than they can even recognize orally.

Selected techniques for testing the writing skill follow.

Visual Stimulus

The students are given a picture or are shown a transparency and are asked to describe it or answer questions about it. The technique can be used with almost all levels of language learning—from the simplest identification of concrete objects to creative writing in advanced classes.

Dehydrated Sentences

Students are given groups of words in the target language and are asked to use them in constructing sentences. It is controlled writing, yet it permits some latitude for creativity. For example:
money, gift, birthday, Robert
Possible combinations include:
I don't have any money for a birthday gift for Robert.
Robert received money for his birthday gift.
Robert is earning money for his girl's birthday gift.

Directed Composition

Students are given a topic, guidelines as to what to say, and perhaps a key vocabulary, and are asked to write a paragraph or a longer composition. This, too, is a technique which suits many levels of instruction, depending upon the amount of control provided.

Sentence Combination

Students are given two sentences and are asked to combine them into one. This technique is helpful in developing skill in writing complex sentences and in working with the subjunctive.

Pattern Drills

Almost any type of pattern drill can be as effective in teaching or testing writing as it is for oral applications.

[14] Rebecca M. Valette, *Modern Language Testing: A Handbook* (New York: Harcourt, Brace, Jovanovich, 1967), pp. 124-125.
[15] Clark, *op. cit.*, pp. 94-106.
[16] Valette, *op. cit.*, pp. 109-130.
[17] *Ibid.*, p. 131.
[18] *Loc. cit.*

Question Construction

A sentence or paragraph is provided and selected words are underlined. The students are instructed to form questions about those words. Again, limited creativity is encouraged. For example:

Henry found a <u>dollar</u> on the floor of the station.

Possible responses:

What did Henry find?
How much money did Henry find?
Who found the dollar?
Where did Henry find the dollar?

Sentence Rewrites

Sentences are provided with several words in each underlined. New sentences have to be written using different vocabulary. For example:

<u>*At last*</u>, we <u>*saw*</u> the <u>*house*</u> where the <u>*lawyer*</u> lived.

Possible rewrites:

<u>*Yesterday*</u>, we <u>*painted*</u> the <u>*apartment*</u> where the doctor lived.

<u>*Soon*</u> we <u>*will tear down*</u> the <u>*cabin*</u> where the <u>*old man*</u> lived.

Key Sentence Paragraph or Dialogue Writing

The students are given a key sentence that can be used as the topic sentence, as a transitional one, or as the climax for a paragraph or dialogue they are asked to write. Such a technique is suitable for various levels of instruction, but when it is used with elementary students it is wise to relate the idea of the key sentence to vocabulary which they have recently learned or have reviewed.

Conversion of Form

Students can be instructed to convert narrative to dialogue or vice versa.

Dialogue Completion

One speaker's part of the dialogue is given and the other's is omitted. The students are asked to supply the missing part. The portion of the dialogue serves as the guide for the students' production.

Narrative or Dialogue Conclusion

Part of a narrative or dialogue is given and the students are asked to write the conclusion.

Passage Transposition

A passage is provided and the students are asked to change the tense used, the person or number of the speaker's part, or to make any other change. They should not be asked to make several changes simultaneously.

Culture

Language is communication. Consequently, the fundamental reason students have for studying a second language is to be able to understand and to be understood better by persons of another culture. Knowledge of another language is a means of expanding one's life experience, of liberating the mind, of gaining new perspectives on life, and of achieving greater humanity.

Robert Lado proposes that cultures have both unity and diversity and that all mankind has a similar genetic origin and possesses the same needs and emotions. Cultures differ as people develop their own unique patterns of life.[19]

Culture is a way of life, a structured system of patterned behavior. *C'est ce qui reste quand on a tout oublié*, as Edward Herriot defined it.[20] Language is one very important manifestation of culture that sometimes survives, as in the use of Latin, when the civilization that spoke it has ceased to exist.

We need not adopt the patterns of another culture; but the study of a language is valuable to avoid misunderstandings, to appreciate that culture, and to become more perceptive about our own way of life. Knowledge of other languages is not a panacea to cross-cultural understanding, but it offers an opportunity to achieve more of it. The language teacher's first task is to know the cultural patterns of the language he or she teaches. Similarities, as well as differences, between the native and second-language cultures should be pointed out. More time will have to be spent on the differences, however, because they are more likely to short-circuit communication. Unfortunately, the classroom environment is such that only a sampling of cultural patterns can be provided.

Teachers and texts often present a narrow view of the culture with which they are concerned. Consider, for example, the many cultures represented by the Spanish language and the difficulty of becoming informed about all of them. The Canadian, Haitian, African, and Middle Eastern cultures that speak French are almost entirely overlooked in texts and classes, although African French has begun to come into focus to some degree in recent years.

While it is difficult to teach culture, it is even more challenging to test students' knowledge of it.

[19] Robert Lado, *Language Testing: The Construction and Use of Foreign Language Tests* (New York, St. Louis, San Francisco: McGraw-Hill Book Company, 1961), p. 276.

[20] Quoted in Valette, *op. cit.*, p. 163.

The range of possibilities is broad. It is easier to deal with facts and information than with a people's way of life. Short-answer questions tend to oversimplify concepts or interpretations. Valette has analyzed several of the fallacies of essay tests.[21] They tend to favor students who are more fluent, thus making it difficult to assess the students' knowledge of culture, and they are difficult to grade fairly.

As the case of the speaking skill, teachers cannot allow obstacles to stand in the way of progress in this aspect of testing. The following items might provide many teachers with ideas they have not tried before.

Multiple Choice, Meaning of a Custom or Practice

A soccer match is in progress in Spain. There is a moment of fast action in front of one of the goals. Most of the spectators stand up and whistle loudly. They are:
a. showing enthusiastic approval of the play;
b. showing displeasure;
c. showing relief after a moment of danger;
d. asking for a repetition; more of the same;
e. signaling the end of the game.[22]

Questions Which Reveal Understanding or Appreciation of a Cultural Phenomenon

1. Could the modernismo movement have evolved at any other period in Latin American history? Justify your response.
2. Why could *El Quijote* have only been conceived and written by a Spanish author?
3. In Mexico would you expect neighbors to come visiting on Sunday afternoon? Explain your answer.
4. What good can it do to know the range of Mexican attitudes toward public support of secondary schools? Consider this question from the viewpoint of:
   a. A Mexican political leader.
   b. A foreign investor in Mexican industry.
   c. A person with a humanitarian concern for the underprivileged.[23]

Multiple Choice, Combination of Answers

Which of the following choices explains why the Common Market was formed?
a. The pooling of resources would make war between France and Germany materially impossible.
b. The Common Market would promote closer economic ties among member nations.
c. Gradually the member nations would set up common external tariffs on imports from non-members.
   1. a & b only
   2. a & c only
   3. b & c only
   4. a, b, & c[24]

Such questions with combination answers help to minimize guessing.

A SPECIAL WORD FOR LATIN

Many of the foregoing testing techniques can be used as effectively for Latin as for modern languages. Recent modifications in teaching this language suggest some additional comments on testing.

Bilingual tests—in this instance, English and Latin words and expressions in a single test item—are often replaced by those of a monolingual nature. Instructions to the students are generally in English, but the test item itself involves only Latin.

The following material from a Latin text[25] illustrates how such items can be constructed:

Answer the following questions using the suggested words in the appropriate case.[26]
Model: Quid agit Anna? (spectat) (canis)
Anna canem spectat.

Change the following sentences from active to passive voice.[27]
Model: Canis puellam oculō spectat.
Puella ā cane oculō spectatur.

Make three questions out of each of the following sentences, changing word order if necessary.[28]
Model: Equus ā puellā faciē quoque tangitur.
Quis ā puellā faciē quoque tangitur?
Ā quō equus faciē quoque tangitur?
Tangiturne equus ā puellā faciē quoque?

Copy the following selection and supply the missing letters.[29]
Qu ___ est Paulus? Paulus es ___ puer.
Qu ___ agi ___ Paulus?
Paulus vide ___ can ___. Videne quoque equ ___ puer? Certē.

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[21] Valette, *op. cit.*, p. 169.
[22] Lado, *op. cit.*, p. 286.
[23] Frances B. and Howard Lee Nostrand, "Testing Understanding of the Foreign Culture," *Perspectives for Teachers of Latin American Culture*, edited by H. Ned Seelye, (Springfield, Illinois: 1970), p. 169.
[24] Valette, *op. cit.*, p. 165.
[25] Cyprian Towey and Stanislaus Akielaszek, *Lingua Latina Viva I* (New York: Webster Division, McGraw-Hill Book Company, 1966).
[26] Towey and Akielaszek, *op. cit.*, p. 23.
[27] *Loc. cit.*
[28] *Ibid.*, p. 24.
[29] *Ibid.*, p. 42.

Copy the following selection, substituting the correct form of the suggested nouns, pronouns, and adjectives. (The nominative singular is given.) [30]

Sed dum flōrēs carpēbat, magis et magis procul ā casā (māter) (suus) discessit et per (silva) (nigerrimus) processit.

Write relative clauses in the blank spaces according to the meaning of the main sentence.[31]

Model: Discipulis, quī _____ _____, librum legit.

Discipulis, quī ad mēnsam sedet, librum legit.

Rewrite the following sentences, using the suggested verbs in the future perfect tense. (The present infinitive is given.) [32]

Ego Paulum ad tabulam nigram (dūcere).

Nos omnēs pultem (comedere).

TESTING VS. EVALUATION

Since the process of testing has had to expand in concept and scope to include four skills instead of two, it should, more than ever, be a part of almost every day's instructional activities and play a more subtle and natural role in instruction. In fact, the word *testing* is no longer adequate for many present-day applications in the foreign language classroom. *Evaluation* is a much broader concept. Daily notes and comments should be kept on aspects of student performance. Obviously, that cannot be done for every student in every class each day, but some of it should be done for some students almost every day.

A teacher who shares analytical notations with students in a language they understand makes the process of learning easier for them.

A thorough system of evaluation helps the students and gives the teacher a better analysis of his or her own effectiveness.

STUDENT SELF-EVALUATION

Student self-evaluation is a valuable aspect of the total evaluation system. It can be an efficient activity that benefits the teacher, but, more significantly, it helps to develop responsibility in the students, improve communications between them and the teacher, eliminate surprises in grading, provide immediate feedback on the mastery of learning, and infuse the evaluation system into the learning process itself.

Self-evaluation should involve more than just having students check their own papers. Teachers and students can benefit from occasional private discussions concerning students' progress. Such sessions may be lengthy or brief, superficial or detailed, as communications needs warrant, and students should be heard as well as addressed.

PROGRAM EVALUATION

Classroom testing is one means of evaluating the effectiveness of instruction. As conscientious teachers review students' performance on quizzes and tests, they have an excellent opportunity to examine their own contributions to the learning process. There are, however, many other means of evaluating the foreign language program.

The audiotape recorder may be set up to record the procedures of a class. The purposes of the taping should be explained to the students to minimize their apprehensions. A student should be asked to turn the tape over when one side is completed so that the teacher will not have to interrupt the lesson. Occasionally the entire lesson should be recorded to review the totality of it as the students experience it. The tape recorder is one of the easiest and least expensive means of self-examination available to teachers. A recording should be made of an entire class or of specific aspects of instruction several times a year. The teacher can review it at his or her convenience and erase the tape when it has served its purpose.

The videotape recorder reflects visually as well as audially the activity of the teacher and students. It thus becomes an even more valuable self-evaluation tool than the audio tape recorder. It is also excellent for working with student teachers. On the other hand, it is technically more difficult to manage since someone has to be present to run the equipment, and it may be difficult to pick up all voices within the room if a specialized microphone system is not available. It is worth the trouble, however, to use it occasionally. Students and most teachers are much less intimidated by video equipment than some persons think. If the monitor is placed so that the screen cannot be viewed by the students during the taping, distraction is reduced.

Visitation among department members and in other schools is an excellent way of learning different ideas or new perspectives concerning one's role as a teacher. School administrators can provide an excellent inservice opportunity for their teachers by allowing them at least one day a year to visit other teachers, an experience that is often more profitable than formal inservice programs.

Local or state foreign language supervisors are frequently of assistance to teachers in evaluating the effectiveness of instruction. They can often go beyond the realm of evaluation and serve as professional consultants to help the teachers improve the program. The department chairperson fulfills similar responsibilities in some instances.

Teachers should not overlook the opportunity to determine what percentage of students continue

[30] *Ibid.*, p. 142.

[31] *Loc. cit.*

[32] Towey and Akielaszek, *op. cit.*, p. 243.

within the sequence. The findings should be compared with previous related studies, with those of other schools, and with state and national data.

Student opinion also should be sought in evaluating the foreign language program. It can be obtained informally by talking with students from time to time. Questionnaires also are valuable for students enrolled in the program or for recent graduates. The following questions are proposed as samples, not as a complete questionnaire. The questions should be selected, adapted, edited, and assembled to meet local needs. The samples are for graduates, but most of the questions can be adapted for currently enrolled students.

1. What language(s) did you take while in high school? (Check as many as apply.)
   ____French
   ____Spanish
   ____German
   ____Latin
   ____Russian
2. How many years did you study this language (these languages)?
   ____French
   ____Spanish
   ____German
   ____Latin
   ____Russian
3. Why did you take a foreign language? (Check as many as apply.)
   ____My friends influenced me.
   ____I just wanted to take a language.
   ____My parents wanted me to take a language
   ____Because I wanted to go to college.
   ____The guidance counselor(s) thought I should.
   ____My career plans would be aided by knowledge of a foreign language.
   ____A foreign language teacher thought I should enroll.
   ____A teacher other than a foreign language teacher or counselor influenced me.
   ____Other
4. What did you spend the most time on in your foreign language classes? (Check as many as apply.)
   ____Understanding the spoken language
   ____Speaking the language
   ____Reading the language
   ____Writing the language
   ____Learning grammar
   ____Studying about the culture of the people
   ____All of these things
5. How were your grades? (Check one)
   ____Higher than in any other subjects
   ____About the same as in my other subjects
   ____Lower than in my other subjects
6. Did you enjoy your foreign language experience? (Check one.)
   ____Very much
   ____Somewhat
   ____Not very much
   ____Not at all
7. Do you consider the time and effort you spent in studying a foreign language well spent? (Check one.)
   ____Definitely
   ____Somewhat
   ____Not very well spent
   ____Time wasted
8. If you did not enjoy or profit from your foreign language experience, to what do you attribute this? (Check as many as apply.)
   ____I just wasn't interested.
   ____I was interested, but I didn't apply myself as I should.
   ____There was a personality clash between the teacher and me.
   ____The teacher didn't know how to teach.
   ____I didn't like what we were studying.
   ____It was too hard for me.
9. Have you had occasion to use your knowledge of a foreign language in any way since graduation? (Check one.)
   ____Frequently
   ____Sometimes
   ____Rarely
   ____Never
10. Do you feel that your foreign language experience will contribute in any way to your career plans? (Check one.)
    ____Yes, directly
    ____Yes, indirectly
    ____Perhaps
    ____Don't know
    ____No
11. How would you rate the cultural values of a successful foreign language learning experience? (Check one.)
    ____Very valuable
    ____Somewhat valuable
    ____Not very valuable
    ____Not at all valuable
12. How would you rate the cultural values of your own foreign language learning experience? (Check one.)
    ____Very valuable
    ____Somewhat valuable
    ____Not very valuable
    ____Not at all valuable
13. Do you think that in your foreign language classes the teachers stressed the right things?
    ____Yes
    ____No
    ____No opinion
14. What would you recommend to improve the foreign language learning experience that you had?

If questionnaires are directed to graduates, students who did not go to college as well as those who did should be included.

The foreign language section of the *Evaluative Criteria* is a useful instrument for individual teachers and department members to use in self-evaluation. Many schools use the criteria for a formal evaluation approximately every 10 years, but it is also valuable in less formal applications. The criteria are reproduced in the Appendix.

Standardized achievement testing is not feasible for all teachers, but it can be one of the most valuable means of evaluating the foreign language instructional program. Tests that are applicable are described in the next section of this publication. It is easy to use the listening and reading sections. Administering and scoring the speaking and writing tests are more difficult, however. The speaking test requires the use of language laboratory equipment that has recording facilities for each student. Both require much time and expertise to score or a significant expenditure of money to secure professional scoring. If all parts are not used, students, parents, and even teachers may think that the objectives not tested are unimportant. The solution chosen by one school division was to administer all sections biennially by randomly sampling students, and on alternating years to administer the listening and reading sections in one or two schools.[33]

APTITUDE TESTS

Aptitude tests are both prognostic and diagnostic in nature. Their use is prognostic when they are given before or at the beginning of foreign language study to help predict the success of students in the study of a second language. They are diagnostic when they are administered after a student has begun the study of a language to help analyze the causes of difficulties. Aptitude tests are used mostly for prognostic purposes.

Valette has pointed out that ". . . language aptitude is not a special gift which some possess and others do not."[34] Anyone who is not physically, psychologically, or emotionally handicapped has aptitude, for language is learned at a very early age. The capacity that a small child has for learning a language, whether native or foreign, recedes as he or she gets older, however. John Carroll speculates that ". . . there are individual differences in the degree to which this capacity declines, and that these individual differences are, in effect, differences in foreign language aptitude."[35]

Various factors are related to, or are a part of, foreign language aptitude. Among them are perception, cognition, imitative ability, ability to retain knowledge, motivation, and the amount of time devoted to studying a language. Motivation seems to be a particularly strong factor. Many individuals who performed poorly in foreign language classes in school or college have become fluent speakers when they found themselves in need of the language while traveling abroad. *However effective aptitude tests may be, they should not be used to exclude students from foreign language classes.* Too few absolutes about foreign language learning are known and too many variables are involved to use them conclusively.

Language learning requires audio-lingual abilities that are not essential to the same degree in other classes. It is helpful to have as much information as possible in counseling potential foreign language students. Aptitude test results, along with knowledge of the students' grade point average, general intelligence, maturity, study habits, and acquaintance with their reasons for studying a language assist in helping them make their plans for foreign language study.

If these factors suggest possible difficulties, students should be warned, but they should not be prohibited from studying a foreign language if they desire to try it. Predictions are sometimes wrong, and aptitude test experts have concluded that in the final analysis the best measure of aptitude is an attempt at learning a foreign language.

Two foreign language aptitude tests for modern foreign languages are available.

The Modern Language Aptitude Test (MLAT) was produced in 1959. It is marketed by the Psychological Corporation, 304 East 45th Street, New York, New York 10017. The test includes a section on number learning to assess the memory factor, one in which phonetic script is used to test the student's ability to relate sounds and symbols. In another section, for the same purpose, the student deciphers the meaning of phonetically spelled words. A fourth section deals with the grammatical

[33] John F. Bockman, "Assessing a Foreign Language Program Through Proper Use of Standardized Testing." Paper presented at the Conference of the American Council on the Teaching of Foreign Languages, Chicago, Illinois, 1967.

[34] Rebecca M. Valette, "Testing" in the *Britannica Review of Foreign Language Education*, Volume I. Edited by Emma Marie Birkmaier, (Chicago: Encyclopaedia Britannica, Inc., 1968), p. 344.

[35] John B. Carroll, "Implications of Aptitude Test Research and Psycholinguistic Theory for Foreign Language Teaching" (Paper presented at XVIIth International Congress, International Association of Applied Psychology, Liège, Belgium, July 27, 1971, ED057071), p. 4.

function of words in sentences, and the last tests ability to memorize and recall foreign vocabulary words. The MLAT requires 60 to 70 minutes for administration. A second version was produced in 1967 for elementary age students.

The Pimsleur Language Aptitude Battery (LAB), available from Harcourt Brace Jovanovich, Inc., 1372 Peachtree Street, N.W., Atlanta, Georgia 30309, was published in 1966. Similar to the MLAT, it has six parts. The first calls for an indication of the students' grades in other subject areas (grade point average), and the second has them indicate the degree of interest they have in foreign language study. English vocabulary knowledge is tested in part three, and part four deals with language analysis (morphology and syntax). Part five analyzes their ability to discriminate between sounds, and part six has the students relate sounds and symbols. The LAB can be administered in approximately 45 minutes.

The validity and reliability of these two tests are similar, and they are approximately equal in predictive value.[36]

STANDARDIZED ACHIEVEMENT TESTS

One achievement test is available for Latin—the Cooperative Latin Test. It was first marketed in 1940. This test is available from Educational Testing Service, Rosedale Road, Princeton, New Jersey, 08540. The test assesses the students' knowledge in reading, vocabulary, and grammar on the elementary level (for third- and fourth-year high school or second-year college Latin).

Two achievement tests are in use by modern language teachers. The Modern Language Association Cooperative Proficiency Tests are available from the Educational Testing Service for French, German, Spanish, Italian, and Russian. They cover listening, speaking, reading, and writing. The tests were first published in 1961. The L level tests are designed for first- and second-year high school or first-year college students and the M level versions are for third- and fourth-year high school or second-year college students. Two forms of the tests are available in the event that the same students need to be examined twice. The tests take two hours, and recording facilities are necessary for each student.

The Pimsleur Proficiency Tests are similar, but they are only available in French, Spanish, and German. The tests are marketed by Harcourt Brace Jovanovich, Inc., 1372 Peachtree Street, N.W., Atlanta, Georgia, 30309. As in the case of the MLA Coops, two forms, A and B, are provided for pre- and post-testing purposes. Since the student is tested in the four basic skills, recording facilities are also essential. Slightly less than two hours are required.

Scoring both the MLA Coops and the Pimsleur Proficiency Tests is time consuming, and teachers need special preparation and training to score the speaking and the writing tests. They should also realize that the scoring consumes more time than busy teachers usually can afford to devote to it.

[36] Pimsleur, "Testing Foreign Language Learning," pp. 180-181.

APPENDIX

EVALUATIVE CRITERIA: FOREIGN LANGUAGES*

Guiding Principles

The foreign language program in today's schools may include both classical and modern languages. The languages to be taught are selected after considering their educational value, the cultural insights to be gained from them, and, where applicable, their vocational use, the extent of their use by the peoples of the world, and the potential contribution to our society of a working knowledge of them.

It is desirable for students to gain an understanding of the linguistic and cultural heritage of our country derived from both the Eastern and Western hemispheres, and from Latin and Greek, in order to gain a better understanding of our own culture and of the problems of concern to our country.

Now and in the foreseeable future, our society sorely needs many people who can use a foreign language adequately. Some scientific concepts, psychological insights, cultural analyses, and writing about economics that are necessary to our progress as a people and as a society are available only in foreign literature.

The study of a foreign language is a progressive experience and implies progressive acquisition of linguistic skills. Skills grow rusty with disuse; but when learned thoroughly and with understanding, they can be reactivated quickly, given the proper stimuli and environment. The values to be gained from language learning will be related to the amount of time and effort devoted to it and to the learner's motivation.

Skills to be mastered include: (1) increasing ability to *understand* the foreign language when

* Permission to reproduce the material from Section 4-7, "Foreign Languages," of the *Evaluative Criteria*, Fourth Edition, p. 117-126 has been granted by the National Study of Secondary School Evaluation. The complete version of Section 4-7, "Foreign Languages," may be secured from the National Study of Secondary School Evaluation, Washington, D. C. 20036.

spoken, (2) increasing ability to *speak* it, (3) ability to *read* it with increasing ease and enjoyment, and (4) the increasing ability to *write* it. The acquisition of these skills will result in a new understanding of the concept of *language*.

The study of another language usually brings about a gradually expanding and deepening knowledge of the country or countries—people, geography, history, social institutions, literature, and culture—and, as a consequence, a better perspective of our own culture through adjustment to the concept of cultural similarities and differences.

I. ORGANIZATION

1. Foreign language courses are available to all students.
2. Course counseling is provided by staff members acquainted with foreign language education.
3. Class size is limited so that each member participates in some type of oral activity daily.
4. Such factors as interest, motivation, and the discriminating use of aptitude tests are employed to encourage students to enroll in foreign languages.
5. Opportunity is provided for a four-year sequence in at least one foreign language.
6. A carefully articulated language program is provided from elementary through senior high school.
7. More than the usual four-year sequence of language study is provided for those who began study of a foreign language in elementary school and are continuing its study in high school.
8. Language programs of students are planned to avoid a gap between the end of foreign language study in high school and its continuation in college.
9. Supervisory assistance is provided to coordinate the foreign language program.
10. All foreign language teachers are encouraged to aid in the development of the foreign language curriculum.
11. Students pursue the study of one foreign language for a longer sequence of time (three or four years) rather than studying two languages for shorter sequences, say, of two years each.
12. A minimum sequence of three years of one foreign language is offered before additional languages are added to the program.
13. Individual instruction or special classes are available to the gifted student.
14. Teachers at the same grade level plan together to develop the foreign language program at that level.

II. NATURE OF OFFERING

1. The materials used to teach foreign languages lead to the development of the four skills in the following sequence: listening comprehension, speaking, reading and writing.
2. Sociolinguistic comparisons and teaching materials include references to the social customs of the people speaking the foreign language.
3. Comparisons of languages and cultures are related to international conditions whenever possible.
4. Emphasis in modern language activities is upon the language as a means of communication.
5. *Listening* activities stress the values to be gained from the materials as well as the development of the listening skill.
6. *Reading* activities stress the values to be gained from the materials as well as the development of skill.
7. Appropriate literary selections are included, with stress on the use of the contemporary materials.
8. Bilingual backgrounds of students are recognized in planning language offerings.
9. The Advanced Placement Program is introduced generally after the students have had four years of intensive audio-lingual training in the language and there is a well-qualified language teacher, and when there is an alternative program provided at the advanced level for those students who have other than purely literary objectives for learning a language.

III. PHYSICAL FACILITIES

1. Language laboratory facilities are provided for regularly scheduled practice use by foreign language students.
2. Language classrooms and laboratory facilities, if separate, are located adjacent to each other and in a quiet area of the school.
3. Provision is made for servicing and maintenance of all foreign language equipment.
4. Audio-visual equipment, such as film projectors, filmstrip and slide projectors, overhead projectors, tape recorders, record players, and short-wave radios, is provided for the use of the department.
5. New technological aids are examined and evaluated.
6. Language classrooms are equipped for the effective use of instructional media.
7. Facilities for making and duplicating tapes are available to teachers.
8. The foreign language classroom contains attractively displayed materials that reflect the culture of the countries concerned.

9. A display area is provided within the school to exhibit foreign language projects.
10. Readily accessible shelf space is provided for instructional materials.
11. Filing equipment is provided.
12. Language classrooms are provided with sufficient chalkboard space.
13. Language classrooms are provided with sufficient bulletin board space.
14. Central storage space is provided for the department.

IV. DIRECTION OF LEARNING

A. Instructional Staff

Members of the foreign language staff:

1. Understand foreign language conversation of normal tempo, lectures, and news broadcasts.
2. Speak the foreign language fluently with authentic pronunciation, intonation, and rhythm.
3. Read with immediate comprehension (without translating) prose and verse of average difficulty and mature content.
4. Write (compose) freely in the foreign language, with clarity and correctness in vocabulary, idiom, and syntax.
5. Understand the structure of both English and the foreign language and how they differ, and use this knowledge in curriculum planning.
6. Have an understanding of similarities and differences between our culture and the foreign culture.
7. Have studied in a country where the language is or once was commonly used.
8. Have traveled in a country where the language is or once was commonly used.
9. Have had preparation in modern methods of teaching foreign language.
10. Maintain acquaintance with recent developments in teaching foreign language through professional reading.
11. Are continuing in-service education or are participating in activities designed to improve their foreign language teaching.
12. Participate in professional associations.
13. Are familiar with resource guides.
14. Are aware of the services provided by foreign language consultants in the state department of education and in colleges and universities.
15. Are able to assist the librarian in the selection of appropriate foreign language materials.
16. Help foreign exchange teachers and students to adjust to the school and encourage them to act as resource persons in the foreign language program.
17. Demonstrate ability to use visual and electronic teaching aids.
18. Exhibit an understanding of and concern for the needs of the students.
19. Know how to use aptitude tests for diagnosing student strengths and weaknesses in the learning of a foreign language.

B. Instructional Activities

1. Clearly formulated objectives for the teaching of a foreign language have been developed.
2. Instructional practices reflect objectives at each level of instruction.
3. Careful planning and preparation for teaching are evident.
4. A variety of practice exercises, drill techniques, and other activities are employed for the progressive development of all language skills.
5. Student needs and interests are considered in planning instruction.
6. Objectives and methods of learning the language are clearly explained to students.
7. There is evidence of individualization of instruction through such techniques as self-instructional units, individual study, and small-group work.
8. Instructional activities reflect the maximum use of the foreign language by students and teacher.
9. Wherever possible, there is correlation with other subjects.
10. Correspondence and tape exchanges with students of the foreign country are encouraged.
11. Advanced students are encouraged to write and compose in the foreign language.
12. There is emphasis on the learning of vocabulary in context rather than in isolation.
13. Foreign language resources in the community are used.
14. The language laboratory is regularly used in the instructional process.
15. Audio-visual aids are used as an integral part of instruction.
16. Use is made of library resources in achieving the objectives of the courses.
17. Classroom conversation in the foreign language deals both with everyday situations and with informational and literary materials heard and read, depending on the level of instruction.
18. Sensitivity to the foreign culture is fostered throughout the language sequence by having the students become acquainted with the daily life and customs of the people and their contributions to all fields of human endeavor.
19. Cocurricular activities such as language clubs, assemblies, dramatic productions, films, and folk dancing are sponsored.
20. The development of the language skill to be mastered is reinforced by explanations and generalizations concerning its structure.

21. Students are encouraged to attend foreign language summer programs.
22. Display materials on bulletin boards are integrated with the ongoing activities of the foreign language classes.
23. Students with foreign language aptitude have counseling available about possibilities of continuing in advanced foreign language courses in high school.
24. Students with foreign language aptitude have counseling available about possibilities of continuing postsecondary study.

C. Instructional Materials

1. The teaching materials selected are carefully integrated and articulated from level to level.
2. In selecting teaching materials and activities, consideration is given to the maturity and understanding of students.
3. The foreign language program uses a variety of materials on tape and in print to provide for the individual differences among class members.
4. Instructional materials help the student understand the structure of the foreign languages.
5. The following materials are up to date and easily available to staff and students:
   Integrated materials such as tapes, text materials, teacher's guides, workbooks, audio-visual aids, classroom tests, and individual take-home recordings.
   Supplementary listening and reading materials and self-instructional units that provide for differences in the abilities, interests, and achievement levels among the students.
   Collections of such resources as bilingual and monolingual dictionaries, encyclopedias, and reference grammars geared to the age level and interests of the students.
   Foreign language materials, such as periodicals and newspapers and young people's magazines and comic books.
   Wall maps with foreign names, travel literature, foreign advertisements, posters, postcards, calendars, samples of foreign money and foreign products, games used in the foreign country, and other appropriate paraphernalia.
   Professional recordings of literary, informational, and musical materials.
   Transparencies, filmstrips, slides, films, pictures.
   Books in English dealing with the country whose language is being learned.
   Teacher-prepared foreign language curriculum guides, source lists and other materials.
   Professional and reference materials for teacher use.

D. Methods of Evaluation

1. Evaluation of students' progress is an integral part of language teaching.
2. The primary objectives of evaluation are to identify and diagnose problems, to guide instruction, and to measure achievement.
3. The skills are tested by techniques appropriate to the skill and to the level of instruction.
4. Knowledge of foreign language structures is tested separately.
5. The purpose of each evaluative activity is clear to the students and to the teacher.
6. Evaluative techniques and activities simulate authentic language situations.
7. Evaluative activities, especially in the speaking skill, are conducted daily but are not always in the nature of formal tests.
8. The four skills (speaking, listening, reading, writing) are evaluated in proportion to the emphasis which they receive in instruction.
9. Instructional procedures and evaluative techniques are similar in nature and in degree of difficulty.
10. A variety of evaluative techniques are [sic] used.
11. Opportunities are provided for students to evaluate their own work.
12. The record of achievement of students in subsequent high school and college language courses is taken into consideration in the evaluation of the total language program.
13. Appropriate standardized tests are used.

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